

Stage 2 Determine Acceptable Evidence.

Performance Task (Summary in G.R.A.S.P.S. form): (T)

Goal: Your goal is to lead an informative discussion at a local women's shelter.

Role: You are a survivor of domestic violence and former inmate.

Audience: Residents of the shelter.

Situation: The challenge for you is to talk about personality traits that promote positive growth and assist participants in identifying the historical and cultural contexts of their community.

Product/Presentation: You need to develop a short presentation of a historical figure, including followup questions about self-image and making personal changes.

Standards (criteria from both rubrics): Your presentation needs to include:

Product:

- Understanding
- Historical individual
- Historical context
- Self-assessment of personality traits
- Personal community context
- Personal goal plan

Presentation:

- Information
- Organization
- Listening
- Participation
- Non-verbal communication
- Personal appearance

Other Evidence (quizzes, test, prompts, observations, dialogues, work sample, etc.):

Other Evidence (OE)

- collage: comic strip explaining your personality characteristics, skills and interests.
- diagram: a strategic plan that includes short-term and long-term goals
- survey: questions that identify how your friends, family, and co-workers perceive your skills and interests.
- reflection: written, drawn or dramatized biography of historical individual who overcame adversity.

Student Self-Assessment and Reflection

Self-Assessment (SA)

- pre-assessment: KWL chart
- check for understanding during learning: show of hands giving a number 1-5 on how well they understand, brief journal entry.

- timely feedback: self(checklist), peer(prompts to ask each partner) and teacher using rubric.

Assessment Task Blue Print

What understandings/goals will be assessed through this task? (G)

Understanding

Goal (MLR or CCSS)

- _____

- A1

Students reflect on and/or analyze interests, skills, habits of mind, and experiences to maintain a positive self-concept and to aid them in making career and life decisions.

- a. School-to-school decisions.
- b. School-to-work decisions.

What criteria are implied in the standard(s) understanding(s) regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Big Idea

Big Idea

- personal journey

- personal change

Through what authentic performance task will students demonstrate understandings?

Task Description: (T)

Ten years after you were released from prison, you are involved in a project that is trying to raise awareness of domestic violence in the community. Having had such an intimate experience with an abusive spouse, you offer to lead a discussion at a weekly meeting for women's support group. The local radio station wants to interview you about the community project, as well as your personal journey from victim to advocate. Your approach to this upcoming interview is to get the questions in advance and write your responses so that you can clearly and concisely explain your position. The interview will be recorded and broadcast as a podcast.

What student products/performances will provide evidence of desired understandings?

Type II Product

Type of Presentation

- audio recording

- oral/group

By what criteria will student products/performances be evaluated?

Product Criteria

Presentation Criteria

- understanding
- historical individual
- historical context
- self-assessment of personality traits
- personal community context
- personal goal plan

- informative
- organized
- listening
- participation
- non-verbal communication
- personal appearance

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